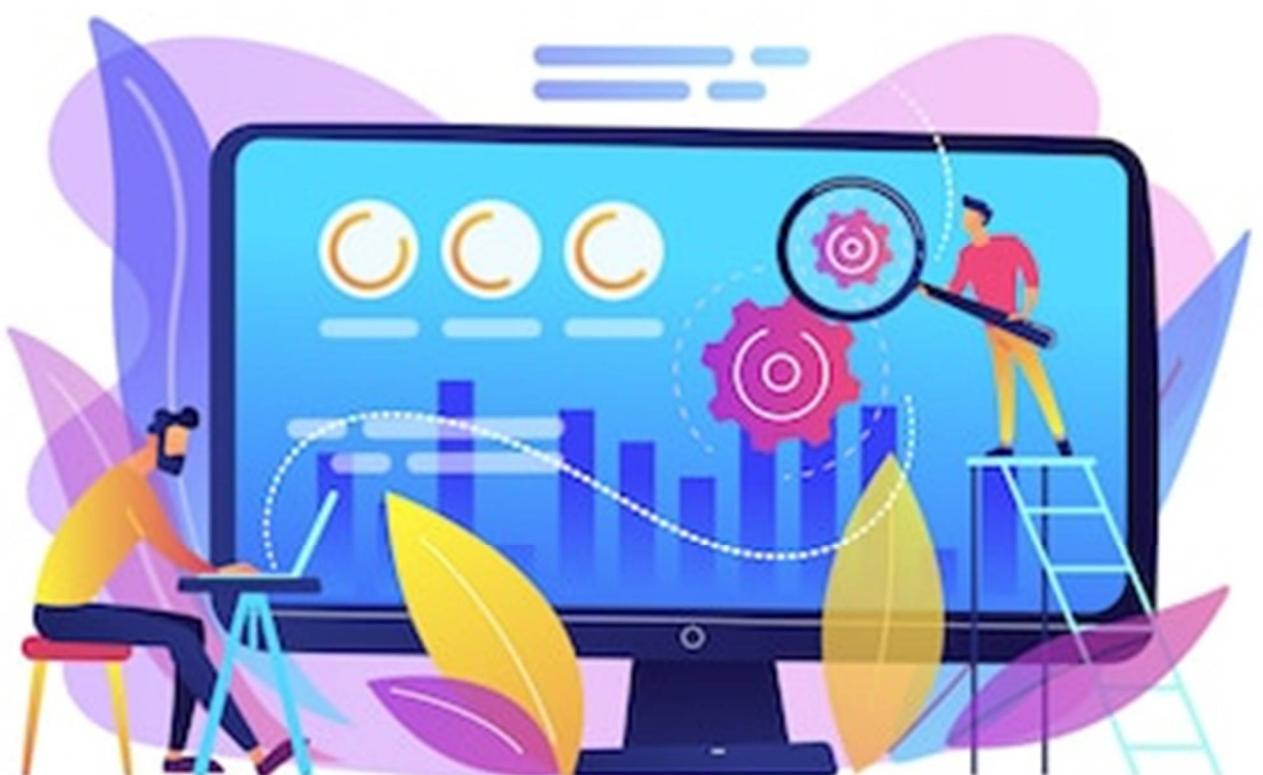




Lesson Preparation book

ICT

5th.Prim – Second Term 2023



Teacher's Biography

Name:

School:

The educational administration:



Qualification:

Teaching Subject:

Comprehensive School:

The school to which he is delegated:

Date of appointment:

The job is on the staff:

Teacher Code:

Mobile Number:

Teacher

Supervisor

School Principal

.....

.....

.....

Daily Class Schedule

Session Day	The first	Second	Third	Fourth	Fifth	Sixth	Seventh
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							



Session Day	The first	Second	Third	Fourth	Fifth	Sixth	Seventh
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							

Teacher

Supervisor

School Principal

The General objectives of computer and information technology

- Providing students with the appropriate amount of scientific and basic knowledge and skills related to how to solve problems.
- Develop basic scientific thinking skills.
- Gaining the ability to use technology, multimedia, and networks and employ them as tools to serve and integrate with different fields of study.
- Training students to work in a team by practicing computer techniques.
- Create websites and define their properties.
- Developing students' awareness of the importance of technological awareness and cultural communication.
- Acquisition of concepts of the principles of designing web pages.
- Developing students' awareness of the importance of technological awareness and cultural communication.
- Recognize the basic principles of designing web pages.
- Pupils' appreciation of the role played by science and scientists.
- Recognize groups in Microsoft Edge.
- Raise students' awareness of the concept of information ethics and the rules of safe use of the Internet.
- Collects data and presents it in an interesting way.



Teacher

Supervisor

School Principal

The specific objectives of computer and information technology

By the end of this Axis, the student will be able to:

- Identify the importance of digital applications in facing environmental issues.
- Identifies digital applications that are used to share information.
- Realizes the importance of posting accurate information online.
- Explains how to use their rights and responsibilities as a digital citizen.
- Explain the concept of social responsibility.
- Understands the importance of being digitally responsible.
- Differentiate between trusted and fake sites.
- expresses his feelings to his colleagues using emojis.
- Explains how to communicate online.
- Discusses the importance of writing and speaking style when communicating online.
- Discusses the contents of the information sites.
- Explains the tools and features that make the website easier to use.
- Defines the tools that can be used to create a website.
- Distinguish between commercial and non-commercial websites.
- Explains how to use the Internet to obtain information.
- Explains how his online activity affects ad impressions.
- Discusses using Microsoft Edge to search and organize information.
- Microsoft Editor is used for editing and spell checking.
- Defines the uses of information resources available on the Internet.
- Explains how to find the most reliable sources.
- Creates a presentation using trusted sources.
- Explains the reasons for using online communication tools.





- Explains the online communication ethics that should be used.
- Determine the methods of using sensor networks to collect data.
- Researches how to use technology to solve problems.
- Think of ways to solve problems using technology.
- Explains how to install computer software safely.
- Discusses how to update computer software.
- Describes the binary number system.
- Reads and writes binary numbers.
- Categorize needs and roles in a project in which he or she is involved.
- Creates a graph to share specific information.
- Explains how to use digital tools such as WordArt and Moviemaker.
- Explains the value of using a storyboard in telling a story.
- Discusses the features that make websites attractive.
- Explains what the HTML markup language is.

Teacher

Supervisor

School Principal

Date	
Class	
Session	

Third Axis (Digital Citizenship)

Lesson 1: The Active Explorer Peg Keiner

Lesson objectives:

By the end of this lesson, the student will be able to:

- Clarify examples of how information is shared.
- Identify with digital tools in an easy and secure way.
- Realize the importance of posting accurate information online.

Strategy:

Brainstorming – dialogue and discussion

Teaching aids:

White board – Student's Book – Power Point Presentation – video (Peg Keiner)



Warm Up :

Why is it important to publish reliable information online?

Lesson Presentation:

The explorer (**Peg Keiner**) is from Chicago in the United States. She is a Global Goals Ambassador for the United Nations Association Chicago Chapter and a National Geographic Explorer. She is also the Director of Innovation at a school in Chicago.



- ❖ She decided to help spread awareness of the dangers of waste (**the impact of the Corona virus outbreak**)
- ❖ She used an app called the **Debris Tracker**, that you can download on your phone for free, recorded the location with GPS, and she described the kind of litter (paper, plastic, etc.). She uploaded the location and the description of the items.
- ❖ **Debris Tracker**: An application that enables the recording of waste locations via the Global Positioning System, with a description of the type of these wastes....It can be downloaded for free on a mobile phone.
- ❖ Ms. Keiner used the hashtag **#trackingppe** and piloted social media campaigns to encourage followers in 60 countries.
- ❖ **Hashtag**: It means a phrase preceded by the symbol **#** to help spread information among the largest number of users through various social media.
- ❖ **Go Green** initiative: An initiative launched by the **Egyptian Ministry of Environment** to encourage a more responsible approach in dealing with plastic waste and other types of waste, and to emphasize the role of every citizen in protecting the environment.



Evaluation :

Complete:: an application that enables the recording of waste locations via the Global Positioning System

Homework:

Solve The book's Questions P.13

Date	
Class	
Session	

Third Axis (Digital Citizenship)

Lesson 2: Digital citizenship and social responsibility

Lesson objectives: **By the end of this lesson, the student will be able to:**

- Clarify examples of how information is shared.
- Identify with digital tools in an easy and secure way.
- Realize the importance of being digitally responsible.

Strategy: Brainstorming – dialogue and discussion – problem solving.

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : **How** can you express your opinion online?

Lesson Presentation: You've previously learned, in grade 4, about the **rights and responsibilities** you have as a digital citizen.

Rights:	Responsibilities:
<ul style="list-style-type: none"> * Privacy. * Protection from piracy * Ability to engage with others online. * Provide and access information online. * Ability to use the internet when you need to. 	<ul style="list-style-type: none"> * Respect others' privacy. * Respect various sources. exhibit positive behavior in interactions with others. * Ensure safe sharing online.

Expressing opinion in light of social responsibility:

- * Express your opinions in a positive way.
- * Be sure that your information accurate and easy to understand. Don't spread false information.
- * Make sure the information you share, and its purpose, are clear.

Corporate social responsibility

Companies also use the internet to help others, by addressing environmental concerns or supporting important causes. This is called **corporate social responsibility (CSR)**. Today, many companies include CSR tasks as part of their business plans, to provide help to communities around the world.

Evaluation: **Put ✓ or:**
Today, many companies include CSR tasks as part of their business plans ()

Homework: **Solve The book's Questions P.16 – 17**



Date	
Class	
Session	

Third Axis (Digital Citizenship)

Lesson 3: Online communication

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Discuss** how to communicate online with people.
- **Acquiring** writing and speaking skills when communicating via the Internet in an ethical manner.
- **Expresses** his feelings to his colleagues using emojis.

Strategy:

Peer learning – dialogue and discussion – problem solving.

Teaching aids:

White board – Student's Book – PowerPoint Presentation

Warm Up :

Which is better for you to communicate with your colleagues online or face to face? And **why**?



Lesson Presentation:

✿ **If you're communicating with a teacher, or a person of authority**, be polite and respectful, and use titles. If you haven't met the person you're writing to yet, be sure to introduce yourself, be clear about what your message is about, State your reason for sending the message up front.

✿ **If you're communicating with a peer or classmate you don't know well**, be sure to use their full first name. Don't abbreviate it or use nicknames.

✿ **If you are communicating with a close friend or family member**, using these abbreviations or nicknames is appropriate, but always remember to be polite.

Remember, when you are on a video call, your emotions will be visible to everyone, but feelings are more difficult to convey through written messages sometimes.



Positive Online Communication

Nonverbal communication is lost online and meaning can be misinterpreted negatively because it does not explain tone of voice, gestures, posture, and eye contact. **As a result**, it's important to be positive when communicating online.



→ **Use positive words.**

→ **Be conversational:** Add warmth with familiar words

→ **Use emojis:** Emojis add tone and emotion.

→ **Begin and end with positive phrases:** Use friendly or encouraging phrases such as (**How are you?**)

→ **Assume the best:** It's easy to misinterpret online communication in a negative way, When this happens, try to identify the person's meaning.

Evaluation:

Complete:

It's important to be when communicating online.

Homework:

Solve The book's Questions P.20 – 21

Date	
Class	
Session	

Third Axis (Digital Citizenship)

Lesson 4: Information websites

Lesson objectives:	<p>By the end of this lesson, the student will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss what's included on information website. ▪ Explain the tools and features that make a website easier to use. ▪ Realize the importance of tools that can be used to create websites.
Strategy:	Brainstorming – Dialogue and discussion – Cooperative learning
Teaching aids:	White board – Student's Book – Power Point Presentation
Warm Up :	<p>Why is it important to publish reliable information online?</p>
Lesson Presentation:	<p>Information websites The Alexandria Digital Library, and the Egyptian Knowledge Bank are examples of reliable online libraries.</p> <p>The Egyptian Knowledge Bank (EKB) offers:</p> <ul style="list-style-type: none"> * The world's largest collection of online educational resources, including articles, dictionaries, encyclopedias and books, and video, audio, and interactive files. * Files can be downloaded to your device. * Content suitable for all ages. * Safe and accurate sources. * Free access for all Egyptian citizens. * Material that is subject to copyright. <p>Helpful website features</p> <ul style="list-style-type: none"> → Search engines inside the website are found directly within a web page and provide results based on what you type in the field. → Menus also help you to find information. → Icons can be clicked to reach other sections or webpages. → Contact and About fields are easy to find so visitors can contact or learn more about the people involved in a website. <p>Website Creation Software programs like WordPress are used to create websites. When you start creating your website, you can choose a blank template or choose one of the software's pre-loaded templates.</p> <p>Note: When creating a website, be sure to consider the photos and videos, and font size/type. You want your site to be user friendly and visually appealing.</p> <p>Evaluation: Complete: Short paragraphs of information provide an overview of the website.</p> <p>Homework: Solve The book's Questions P.24 – 25</p>



LOGO: ADAM96.COM



Date	
Class	
Session	



Third Axis

(Digital Citizenship)

Lesson 5: Commercial and non-commercial internet services

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Different** between commercial and non-commercial websites.
- **Uses** The Internet to obtain information about products in an accurate manner.
- **Realize** how his online activity affects ad impressions.

Strategy:

Active Learning – Critical Thinking

Teaching aids:

White board – Student's Book – Power Point Presentation



Warm Up :

Why is it important to publish reliable information online?

Lesson

Websites are either commercial or non-commercial.

Presentation:

The purpose of commercial websites is to sell products or services. Like ([Amazon](#)) 

The purpose of non-commercial websites is to provide information or raise awareness on an issue like ([The Egyptian Knowledge Bank](#))



Be wary of fake **reviews**. They're usually written because a business wants to make their product seem more appealing, so they write their own **positive reviews** or have family or friends do it. Sometimes a rival business will post **negative reviews** under a false name.

Reviews and Ratings: One of the ways you can get information about a product.

Advertisements: Websites can use information about the sites you visit, and in any online accounts you have, to place advertisements, that are geared towards your interests, geographic location, age, and gender.

Evaluation:

Complete:

..... One of the ways you can get information about a product.



Homework

Solve The book's Questions P.28 – 29

Date	
Class	
Session	

Third Axis

(Digital Citizenship)

Lesson 6: Using ICT for content creation

Lesson objectives:

By the end of this lesson, the student will be able to:

- Different between commercial and non-commercial websites.
- Uses The Internet to obtain information about products in an accurate manner.
- Realize how his online activity affects ad impressions.

Strategy:

Dialogue and discussion – Practical Training

Teaching aids:

White board – Student's Book

Warm Up :

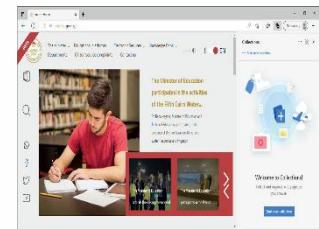
Discuss what you do to plan, organize, create, and present research projects you're assigned.



Lesson Presentation:

Microsoft Edge is the web browser that comes with Microsoft Windows, can help you browse, search, stream and more.

The Collections feature in Microsoft Edge:



→Organizes research in one place and on multiple devices.

→You can start a collection for each new project or assignment.

→You can add entire web pages, but you can also add individual videos, images (including charts and graphs), text, links and notes.

→You can also export each collection to other apps such as Excel and Word.

To start a collection:

→Select **Collections** on the toolbar.

→Select **Start a New Collection**.

→Type the **title** of your collection in the box.

→Add content by selecting **Add current page**.

→Drag an image into the collection.

→Select text or links and drag them into a collection.

Writing help – Microsoft Editor

Use Microsoft Editor to check for spelling and grammar. The editor will highlight problems such as capitalization errors, sentence fragments and missing or incorrect words and punctuation and make a suggestion to correct each error. You decide whether to accept or ignore each suggestion.

Evaluation:

Complete:

From feature in Microsoft Edge.....,

Homework:

Solve The book's Questions P.32 – 33

Date	
Class	
Session	



Third Axis

(Digital Citizenship)

Lesson 7: How to choose online Sources

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Determine** the use of information web sources available online.
- **Explain** how to tell which sources are more reliable.
- **Create** a presentation using reliable sources.

Strategy:

Dialogue and discussion – Practical Training

Teaching aids:

White board – Student's Book

Warm Up :

How does evaluating sources make you a good digital citizen?



Lesson Presentation:

USING SOURCES FOR RESEARCH

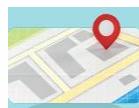
ONLINE LIBRARIES

These are helpful for searching different media, such as images or videos. Online libraries sometimes include dictionaries, thesauruses, and encyclopedias, but these are also on separate sites, too. Make sure they are verified.



ONLINE MAPS

These can provide clear and accurate directions to the required places such as Google Maps.



ONLINE MUSEUMS

These can also be wonderful reference sites that allow you to view museums digitally, and they generally include information about each museum.



SPECIALIZED SEARCH ENGINES

Specialized search engines such as Google or Bing are very useful. Try to use appropriate keywords in your search, otherwise some results might not be relevant. General search engines are also useful, but may lead you to unreliable pages or – even worse – unsafe pages.



A WEBSITE'S META INFORMATION

Websites include meta information, such as keywords, information about the site, and what it contains. When you use a search engine and get a set of results.



Evaluation:

Complete:

From specialized search engines.....,

Homework:

Solve The book's Questions P.36 – 37

Date	
Class	
Session	

Third Axis (Digital Citizenship)

Lesson Choosing between
synchronous and asynchronous
communication

Lesson objectives:

By the end of this lesson, the student will be able to:

- Clarify the reasons for using online communication tools.
- Explain online communication ethics to use.
- Communicate effectively online.

Strategy:

Brainstorming – dialogue and discussion – role playing.



Teaching aids:

White board – Student's Book – presentation

Warm Up :

Can you think of a time when you had to communicate with someone in person? Would you have been able to have the same conversation over video chat or another online method? Why? / Why not?

Lesson Presentation:

Synchronous communication is real-time communication between people, with everyone interacting and taking in information at the same time using digital tools such as video chats, live television shows, and instant chat rooms.

Synchronous communication is useful when you are writing about a lighthearted, everyday matter to friends or family and you need an immediate or quick response.

Asynchronous communication is communication that does not occur in real time and does not require an instant response. Asynchronous communication tools include email, voice and text messages and recorded videos.

Asynchronous communication is useful when you are writing about serious or complicated matters with someone you don't know well or with someone in authority and you don't need an answer right away.

Whenever you're communicating, you should respect the following:

Be polite.

Be patient.

Be helpful.

Be clear.



Evaluation:

Complete:

There are two types of communication.....,

Homework:

Solve The book's Questions P.40

Date	
Class	
Session	

**Third Axis
(Digital Citizenship)
Review on the third Axis**

Lesson objectives:

By the end of this lesson, the student will be able to:

- Clarify the reasons for using online communication tools.
- Explain online communication ethics to use.
- Communicate effectively online.

Strategy:

Brainstorming – dialogue and discussion
– Cooperative learning



Teaching aids:

White board – Student's Book – presentation

Warm Up :

After what you learned in the third axis... **How do you see yourself as a better digital citizen?**

Lesson Presentation:

Write and compare

Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

1. digital citizenship and social responsibility
2. specialized search engines and meta information
3. reviews and video advertisements

Read and answer

1. Write a sentence on how to embrace digital citizenship and social responsibility.
2. How can you show mindfulness when choosing a website to visit or online shop to purchase from?
3. Give one example of when you might use formal language when communicating online on one example of informal language.
4. How are specialized search engines different from general search engines?

Evaluation:

Evaluate the student's answer.



Homework:

Solve The book's Questions P.41 – 42